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ABSTRACT

This study examines the effectiveness of a course committee in the administration of a library use instruction program by analyzing the Committee on Library Instruction at Milne Library. The study describes the development and operation of the course committee, analyzes its position in the college's and library's organizational structures, and evaluates the committee and its role. Information and data were collected through selective reviews of the literature of library use instruction and course committee documentation, interviews with and questionnaire surveys of committee members, and review of relevant library and college administration documents. Criteria for evaluation included the scope of the committee's activities, its current role, its relationship to the library's organizational structure and to the college administration, and the allocation of resources to its work. A limitation of this study is the lack of cost data for this site. It was found that the Committee on Library Instruction has effectively administered library use courses despite limited resources and support. Future needs include staff support and budgetary allocations, along with formal recognition in the organizational structures of the college and library. (CWM)

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A Study of

The Administration of Library Use Instruction Courses

By Committee

at

Milne Library
State University College
Oneonta, New York

by

Jeanne Biggins

(Conducted as part of a degree program leading to M.I.S.)

December, 1978

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I. Summary of Study

The Committee on Library Instruction has effectively administered library use courses for four years. Working with limited resources and support, it continues its efforts to meet a gradually expanding course enrollment and varying needs of students. However, these efforts may not be adequate for the future unless they are supported by staff and budgetary allocations and by formal recognition in the organizational structures of the college and the library.

II. Study Design

Milne Library offers two formal credit courses in library use. The organization and administration of the courses are under the direction of the Committee on Library Instruction, informally known as the "course committee". This study was prompted by the question, "Is the course committee an effective means by which to administer a library use instruction program on a continuing basis?"

The study's objectives are to describe the development and the operation of the course committee, to analyze its position in the college's and the library's organizational structures, and to evaluate the committee and its role.

The criteria for evaluation, upon which the conclusions are based, include the scope of committee's activities, its current role, its relationship to library's organizational structure, and to the college administration, and the allocation of resources to its work. See Sections VII. and VIII.

The information and data used in the study were collected in the following ways: 1. selective review of literature of library use instruction 2. review of course committee documentation including

minutes, annual reports, evaluation forms and tests 3. unstructured interviews with several committee members 4. survey by questionnaire of all current members concerning time spent in committee and course activities 5. review of relevant data from documents of library and college administration. These sources are used as a basis for evaluation according to the stated criteria, and conclusions which do not represent the particular opinion of any committee or staff member.

Excluded from evaluation are subject content of course, methods of teaching, and effectiveness of courses in achieving stated objectives. Certain aspects of the courses' presentation may be so closely related with administrative considerations, e.g., use of team-teaching, that some conclusions about the design of the courses may be inferred. However, the primary objective remains the evaluation of the committee as an administrative tool.

An important limitation of this study is the lack of data on costs for this site's activities, as well as reports from the literature on costs for any instruction program.

Literature Review

Comments and analyses concerning the administration of library use instruction programs appear largely as an addendum to general program descriptions.After some years of classroom experience and experiment, librarians are beginning to consider elements other than subject content which can affect the quality of this experience for students and instructors. The need for specific objectives, various kinds and methods of evaluation, the importance of administrative support are among these elements.

Evaluation studies of the overall administration of instruction programs are not yet represented in the literature. A description of Milne Library's instruction program is included in an unpublished study of library use instruction at State University of New York (SUNY) units, conducted in 1977 by Ann Roberts, librarian at SUNY, Albany.

A needed historical perspective on library use instruction programs may be gained from several excellent review articles. Scrivener reviews the history of instruction in American and British academic libraries from 1820 to present, noting successful and unsuccessful programs, and the contributions of educational technology. After decades of discussion and practice "no generally accepted methodology has emerged" (p.101).

Phipps' survey of academic library instructional programs and review of the literature from 1950 to 1965 cites much evidence of lack of cooperation between college administrators and librarians and between librarians and faculty.

Givens reviews the development of library use instruction, decade by decade from the 1930's to the 70's, seeking to identify

ingredients which would constitute a successful users' service program, and to draw conclusions which would stimulate future progress.

The need for instruction in library use is not well-explored in the literature. Scrivener says it is based in the librarian's repeated observation of the average user's ignorance of library skills. Lubans notes that most programs are based on a "perceived need" approach, i.e., what librarians think users need to know. With intuition as the only basis, the direction of instructional programs is a major error. He cites several studies using more objective needs assessment measures.

The literature of the 70's concerning instruction reflects a widespread assumption that users need instruction and that librarians will teach. Writers continue to be concerned with what to teach, who to teach, and how to teach. These questions are often discussed in terms of two inter-related themes: 1. the need for objectives, and 2. evaluation. These are key elements to any instructional program (Whildin).

The Association of College and Research Libraries of the American Library Association has formulated seven guidelines for Bibliographic Instruction, three of which pertain to objectives. It also presents a model statement of objectives. Objectives play a major role as determinants of what to teach. For example, the goal at Earlham College is to enable students to discriminate among various sources of information in order to locate data and discover countervailing opinions. Thus instruction in use of the library links this usage with an investigation of information industry structure (Frick).

"As educators, librarians need to know how effectively classroom and library objectives are being met and, equally important, the impact of their instruction upon student research methodologies." (Hernon, p.18)

Evaluation may be a problem since very few librarians have formulated objectives beyond the need for instruction (Brewer). However, evaluation is an integral part of the teaching process and, although difficult, is necessary (Hernon). If objectives have not been formulated, librarians should review students' test items. These represent objectives, "whether or not we consciously decide what they (objectives) are going to be" (Kirk).

What to evaluate? Students' achievement is the most obvious answer, but evaluation should also be directed towards management of a program, its position in library, and relation of program to library goals (Kirk). Evaluation can also help to decide who should receive instruction. It can re-direct instruction away from freshmen to upperclassmen. "Under the present educational structure at most colleges, the freshman is unfortunately least likely to need to use a library." (Lubans, p. 325)

As instruction programs struggle to achieve acceptance, authors attempt to identify problems. Negative student and faculty attitudes towards instruction are one of the greatest problem(Palmer). Blame for this attitude is placed on the broad objective of most programs. i.e., "how to use the Library", which creates unrealistic expectations. Another problem lies in the assumptions 1) that librarians are teachers and 2) that course content should center around use of specific tools, as well as the illusion, created by the literature, that"we are building on commonly held precepts" (Smalley). The lack of a philosophical framework has the result that "each of us has shopped at the supermarket of existing practices, for which library literature provides and endless supply" (Palmer). Finally, the lack of homogeneity of level or subject interest among students in general courses leads to " activity in vacuo" (Scrivener).

While objectives, methods of evaluation and perceived problems vary with each program, one unifying theme in the literature is the need for administrative support of programs. It is the "overriding factor" in determining the success of an instructional program (Dyson). This need for committment at top and middle levels of library administration is necessary to facilitate scheduling of work responsibilities, staffing patterns, clerical support, cost for materials, and generally to meet increasing demands for instruction services (Lossing). Success or failure is at the administrative level which controls the time and money necessary to make such activities work (John Campbell, in "Column of Opinion", Journal of Academic Librarianship, p. 155, July '77).

The concern with administrative support represents a growing demand to allow programs to progress from a grass-roots staff-initiated effort to an institutionalized service "as important a component of the total library picture as inter-library loan... circulation... (etc.)" (Boissé)

As instructions programs try to fit themselves into the total picture, librarians are renewing their concern with organizational structures which would facilitate this. The library-college and the teaching library are two concepts in which the teaching mission of the library is the first consideration and a structure is created specifically to support this mission. Patricia Knapp's Monteith College Library Experiment (New York: Scarecrow Press, 1966) describes an unsuccessful attempt to integrate the library into the educational process by creating the library-college. The teaching library's more achievable goal is "to extend faculty-centered discipline-oriented studies to include development of research ability...to levels not

normally achieved by undergraduates" (Williamson, p. 204). Such a library works towards freeing the entire professional staff from administrative duties to devote full time to instructing students (Dillon). Earlham, Swarthmore, and Sangamon State are working towards this goal.

Instruction programs in traditional academic libraries have fit themselves into the organizational structure through creation of a new position, or have simply co-existed with no formalization. (A traditional library is defined as one whose primary mission is acquisition and maintenance of a collection, the "custodial" library (Williamson, p. 203).)

Dyson's study of organizational patterns in 60 U.S., Canadian, and British academic libraries with instruction programs identified 4 types: Pattern A - A reference librarian acts as underground instruction librarian, spending about 50 per cent of time in instruction, able to steal time from other duties with cooperation of other staff; library administration does not provide support even though it uses program for publicity.

Pattern B - A designated library instruction librarian spends up to 100 per cent of time on instruction with little staff involvement.

Pattern C - Reference librarians or subject bibliographers give instruction; broad staff involvement.

Pattern D - A library instruction librarian serves as coordinator, rather than teacher; broad staff involvement in teaching; may include a Library Instruction Advisory Committee of which coordinator is ex officio member.

Dyson concludes that libraries with more successful programs fall into Patterns C and D, and that Pattern D is the most effective means of organization. His job description for a half-time or more library instruction coordinator appears in Appendix I .

One additional means of organizing an instruction program is the creation of a new department, such as a Department of Informational Services which would provide readers services (housing, care, and location of materials), instruction in use, and interpretation of materials for use (reference service) (Givens, p. 167). Among Project LOEX (Library Orientation Exchange) member libraries in 1977, 4 per cent had separate instruction departments (Kirkendall, Putting Library Instruction in Its Place, p. 35).

Several authors advocate a systems analysis approach to organizing content and for evaluation of programs, because the "body of information and concepts are too broad and progressive in depth to be learned...(in) a brief comprehensive course" (Givens, p. 166). While educational services cannot be easily measured by management principles, the design of a system to convey the services will be most effectively arrived at by a systems analysis approach emphasizing a logical progression of parts (Givens, p. 166).

Carey uses this approach in his distinction of the three kinds of knowledge users need, and his selection of instructional methods which respond most effectively to each need.

Techniques of systems analysis can be applied to planning a program, "or in current parlance of educational world, the approach of instructional technology" (Whildin, p. 13). A systematic approach may also be used to investigate the effectiveness of a program (Lubans, p. 332)

Perhaps the major benefit from the application of systems analysis to instruction programs will be the isolation of costs information, currently an important omission in the literature. Consideration of alternative methods of teaching and learning must include the question of cost effectiveness, i.e., measuring input

vs. output. Input is money, in the form of planning, media, space and time factors and most librarians do not know what the input factor is for their programs (Whildin).

Setting

A. State University College at Oneonta (SUCO)

SUCO has an undergraduate enrollment of 5850 FTE students. Graduate students number 119 full time and 545 part time.[1] Major missions of the college are strong liberal education, strong emphasis on teacher education, and special programs in home economics.[2] Objectives appear in Appendix II.[3]

As on of approximately 70 SUNY schools and colleges, SUCO must coexist with the SUNY legal hierarchy which mandates budget and certain other activities, as well as various collective bargaining units representing individuals within the structure.[4] SUCO faculty engage in "governance", "a system of shared input and influence on the policy and decision-making process".[5]

The governance process occurs formally through the College Senate of 118 members and through a faculty committee structure. The Library Committee consisting of representatives of 24 academic departments, the Library Director and 4 students, 1) assists the Director in guiding development, formulating use policy, allocating funds in academic areas, and 2) serves as liaison to faculty, students, and community.[6] The Curriculum Committee has the right to review all programs and course offerings.[7] However, individual courses require the approval of the appropriate academic dean.[8]

Library administrators characterize the college administration as "library-minded".[9]

B. James M. Milne Library

Milne Library, a five-story structure opened in 1974, houses 346,411 bound volumes, 119,385 microforms, and 67,041 pamphlets and government documents.[10] This collection represents about a 1000 percent increase over the 1958 collection of 50,000 volumes, growth that paralleled the college's expansion of programs and enrollment in the 60's.

Expenditures for acquisitions in 1977-78 were $235.018. Personnel expenditures, at $545,233 or 65 percent of budget, exceeded the ACRL standard of 50-60 percent.[11] Professional staff number 19, cut from a 1972 figure of 22; clerical staff number 26; paid temporary and student workers served 17,978 hours in the last fiscal year,[12] or the equivalent of 9.2 full-time employees.

The organizational structure of the library (See "Organization Chart", Appendix III)[13] includes a director, assistant director, and seven departments, with heads appointed by the director. Two departments, Processing and Collection Services, have non-professional heads. Department heads consult with the director and assistant director through the Executive Committee, and informally. Personnel matters, budget, and automation activities are handled by the assistant director.

The director, along with the college's academic departments, reports to the Vice President and Dean of Academic Affairs. (See "College Organization Chart", Appendix IV).[14] However, in the college's Annual Report, discussion of the library appears under "Administrative and All-College Areas", rather than "Academic Departments, Curricular and Instructional Matters". In budgetary considerations, the library is an administrative support service.

The library's current objectives (See Appendix V [15]) were formulated by the present director in 1974, shortly after his appointment, and were approved by the Council of Deans and Directors of the college.[16]

The library now enjoys a period of relative stability after struggling with the rapid growth of the 60's, staff and budget cuts of the early 70's, and the challenge of utilizing new facilities. Its organizational structure, while maintaining the same departmentalization, continues a gradual move towards democratization begun several years ago, whereby the director and assistant director expect and encourage the professional staff, as faculty members, to utilize the tradition of governance and the right to consultation, which is guaranteed in the faculty union contract.

Summary of Library Use Instruction Activities

In addition to the courses described in the next section , librarians at Milne offer instruction in a variety of ways. Reference desk service as provided by the Reference Department with evening and weekend assistance from the entire staff, is guided by the philosophy stated in the Department's Manual, to provide users with needed information and to teach users methods of library research.

Other instances of instruction occurring in the last few years include: 1. "On demand lectures", one-time course-related instruction by librarians at invitation of faculty members.

2. Freshman orientation and visitor tours

3. "Saturday Seminars", a course taught by librarians, which introduces area high school students to library resources.

4. Printed guides for self-instruction, the "Milne Library Information Series", each explaining a special resource, service, collection, or use of reference tool. See Appendix VI.

5. Several audio-visual self-instruction packages, on use of library, and some indexes.

6. Term paper clinic, information counseling by appointment with Reference Department librarians on a one-to-one basis.

7. Subject bibliographies

On-demand lectures have been offered for many years. Requests from faculty members are channelled through department heads of appropriate areas. Most Education Department requests are directed to the Teaching Materials Center in the library, some to the Special Collections Center, and most other departments' requests go to the Reference Department where the Head assigns lectures to staff utilizing subject expertise where possible. Requests for these lectures since 1965 have ranged from 35 to 55 per year for the Reference Department. The Teaching Materials Center averages approximately 50 lectures per year. There has been no noticeable decline in requests since the formal courses were begun almost 4 years ago.[17]

Freshman tours, organized by Head Reference, attracted 150 participants in Fall, 1978. A-V self-instruction packages received more use when first produced a few years ago.[18] The printed guide, initiated by Reference Department, is currently revised and expanded by all staff. The term paper clinic, organized and staffed by Reference Department, has just begun on an experimental basis. Subject bibliographies, prepared by Reference staff for faculty and for courses, have not been produced frequently in the last few years.

The level of instruction activities in all these areas has fluctuated according to interest and available staff support. This year, the Reference Department has 6 members, down from a high of nine, each of whom has responsibilities other than reference service, such

as government documents and interlibrary loan management. Current priorities of this department are desk service and activities relating to courses and lectures.[19]

Minutes of the Committee on Library Instruction record its involvement in two of the above activities, the proposal for the Saturday Seminars, and freshman orientation presentations.[20]

Courses

Milne Library offers two courses in library use instruction: ID 125 Basic Library Skills, six times per year, and ID 150 Library Resources and Research, four times , for a total of ten courses per year. Both are one-credit elective "minicourses" which meet for one-third of a semester. See publicity flyers, Appendix VII.[21] Throughout the college, courses may be offered on full semester, half semester, or a one-third semester basis. Examples of other SUCO minicourses appear in Appendix VIII.

Both courses are team-taught. Nine librarians provided instruction in 1976-77. ID 150 also utilizes mentors, recruited from library staff, who are available to provide individual assistance to students in preparation of subject bibliographies.

Objectives for each course appear in Appendix IX.[22]

Evaluation of students in ID 125 is based on a pre-test and a post-test, administered as the final exam. The pre-test is now given at the discretion of instructors. Evaluation in ID 150 includes a diagnostic pre-test, with no post-test. Grades for ID 150 are based on class participation and subject bibliography.

Students evaluate both courses using forms in Appendix X and XI. Appendix X also includes responses of 70 students in ID 125

for Fall and Spring semesters in 1977-78. These are revisions of earlier forms, aimed at achieving more specificity.[23]

On-going evaluation of courses occurs through discussion and consideration of alternatives by the course committee. Evaluation of team-teaching vs. individual lecturers resulted in continuation of former as "more desirable because of scheduling and other staff responsibilities".[24] The committee also considered extending ID 150 from one-third to one-half semester.[25] A major committee action based on discussion and observation by members during the first year of teaching was the decision to offer two courses. Initially the library offered only ID 150. The instructors observed that some students lacked the basic library skills and experience necessary for the research course. ID 125 was introduced to fill this need, and ID 150 continued as the advanced course.

Annual enrollment in the two courses has increased each year, reaching 192 in 1977-78.[26] See Appendix XII. Percentage of freshmen enrolled in both courses for the last 2 years appears in AppendixXIII. Freshmen represent the largest group enrolled in both the beginning and advanced courses. Of the college's 5850 FTE students enrolled last year, 3.29 percent received instruction through the two courses.

Course Committee

A. History

In 1973, the year the current library director was appointed, members of the staff started talking about their role in library use instruction. Relevant journal articles were circulated among the staff, and those who had colleagues at other academic libraries where instruction efforts were beginning relayed their experiences.[27]

Several staff members approached the Reference Department Head about initiating a course. She fully supported the idea, not as a Reference function, but as a library-wide staff effort.[28]

In March, 1974, an ad hoc committee of three was formed, with the approval of the library's Executive Committee, to consider a course or minicourse on the use of the library. After receiving input from other staff, and several faculty members, the ad hoc committee recommended the library offer, on an experimental basis, a one-credit elective minicourse, and that it be team-taught by volunteers who would plan, conduct, and evaluate the course. The committee's recommendation was based on their belief in the need for "diversity of methods of teaching in satisfying library user needs and in the recognition of Milne librarians' support for such endeavors".[29]

By September, 1974, the ad hoc committee had become the Committee on Proposed Library Course, whose members included those volunteering to teach as well as "anyone having something to contribute".[30] In its "Proposal for a New Course", the Committee wrote in the "Justification" that "Response to existing library education programs (at Milne) affirms the need for additional approaches to instruction". The library's director attained approval for the course proposal from the Dean of Liberal Studies, and the Committee offered ID150 for the first time in the Spring semester, 1975. The available documentation and recollection by staff indicates that no opposition to the course was presented by the college administration or faculty.

B. Scope of Activities

According to the General Library Manual, the Committee on Library Instruction is concerned with developping and teaching library use

courses. Its membership continues to include all teaching librarians and librarians who contribute to publicity and mentorship. However, planning the course content does not occur as a committee activity as it did at course's inception, but now involves instructors only. The committee operates informally, meeting on an "as needed" basis. It consults as a group on major changes in the design of courses , and otherwise, plays an advisory role.

The chairman of the committee is elected for a one year term. Some of her responsibilities are 1) recruiting instructors, 2) coordinating course preparation by acquainting new instructors with previous instructors' material 3) preparing printed items such as course outlines, and schedules and 4) submitting documentation to college administration.[31] A survey of committee members concerning the time spent in committee-related activities during the first 5-week minisession in Fall, 1978, indicates that 20 percent of the time was contributed by the chairman in these non-teaching activities. See Appendix XIV. Teaching and preparation for teaching accounted for 68.9 percent of the total hours.

C. Relation to Library's Organizational Structure

Committee members include fourteen of the library's 19 professional staff. This group is larger than any other configuration of the staff, either in committees or departments. The current members represent all departments of the library which utilize professionals.

The course committee is the only library committee other than the Personnel Committee which performs a function, i.e. teaching, which is not also supported by the work of a department. However unlike the Personnel Committee which completes its task with a staff appointment, the work of the course committee continues on an indefinite basis.

The committee is not formally represented on the library's Executive Committee, as are the other functions of the library through the department heads.

D. Relation to Faculty

The course committee has no formal representation in the faculty committee structure. Library staff have no representation as a teaching unit. Service of library staff on committees has not changed or been re-defined to recognize their teaching function.

The design, planning, and evaluation of the courses has been conducted by librarians. Course-integrated instruction, designed jointly by librarians and faculty was not considered as an alternative during planning. The committee always envisioned their proposal as a separate course.[32] A review of the courses by the Curriculum Committee has not been requested or initiated.

Initiatives by librarians towards faculty have included requests to individual professors that they discuss library course offerings with their classes, and publicity to faculty through campus publications and notices to mailboxes.

Individual instances of faculty support include 1) a requirement by one professor that students of one of his courses audit ID 150, and 2) a proposal for a new subject minor in which ID 150 would have been a required course (not passed).[33] In addition, the Oneonta Opportunities Program (OOP) office requests that up to ten slots be reserved for its students each time ID 125 is offered.

Allocation of Resources to Committee and Courses

The course committee has no operating budget, and not requested any, nor does it accumulate costs information. Expenditures for photocopying come from the Supplies and Expense fund of the general library budget. Expenditures for clerical support are incurred by departments when committee members use departmental clericals for committee business.

Expenditures for professional personnel are absorbed in the general library budget. As with other library committees, service is voluntary and there is no additional compensation. Individuals receive the benefit that committee service enhances their periodic evaluations and promotional opportunities.

Committee business, other than teaching or classroom preparation, occurs during the normal workday. Members do not receive "released time" from other activities. The hours devoted to course and committee business are dependent upon the individuals' judgment. Staff must weigh other activities against committee responsibilities. Their ability to keep a proper balance has allowed the administration by committee to work effectively.[34]

The question of which activities should receive priority above others has not been formally discussed. As previously stated, the Reference Department has re-ordered its priorities somewhat to compensate for instruction activities, as well as staff cuts. The above statement reflects the administration's perception of the staff as having fulfilled its desire to teach without detriment to other functions.

Results from the survey completed by all committee members indicate that 194.75 staff hours were used to support instruction activities during the five week minisession, Sept. 5 to Oct. 10, 1978. See Appendix XIV. Of these hours, 79.8 percent are within workday, and the remaining 20.2 percent are the hours contributed by the staff outside of the workday. See Appendix XV. A total real cost of $1460.63 per minisession (of 2 courses) for professional salaries may be figured by multiplying the total hours by $7.50, the average per hour rate paid to professional staff at Milne Library.[35]

Using only the real professional personnel costs, an attempt was made to identify a "cost per student" figure. See Appendix XVI for "Formula for Cost Per Student". The average cost per student enrolled in a library use course in 1977-78 equals $38.04, (based only on professional personnel cost). The average cost per student in an undergraduate Social Sciences course in Fall, 1976 equals $52.49; and for a fine arts course, $54.77.[36] (Note: In addition to professional personnel or instructional costs, the latter figures include support service costs such as departmental clericals, use of the library and other campus facilities, and Supplies and Expense costs. These items have not been figured into the library course figure. Neither figure includes building overhead costs.)

Conclusions

The course committee and the library use courses at Milne Library began very much like instruction programs in other academic libraries, i.e., by individual staff initiatives based on intuitive recognition of somewhat vague user needs, with no special allocation of resources and minimum contact with other programs to use as models.

Like other programs, the course committee has been concerned with improving efforts at evaluation. It has also attempted to meet the needs of students at different levels as evidenced by the introduction of a second course.

The committee has not been concerned with a review of objectives as the literature indicates other programs are. In addition, it has not sought recognition by the college or the library administration in the organizational structure or in the allotment of resources. In these ways, it differs from some programs described in the literature.

The course committee yields the following advantages to the operation of courses:

1. It allows participation by entire staff, thus affording these opportunities to individuals,
   a. technical services staff may be directly involved in serving user needs
   b. librarians can test teaching abilities
2. By dispersal of responsibilities, it allows operation of courses at current level to continue without additional staff or reallocation of staff from other activities.

Management of the courses by the committee has these disadvantages:

1. Its limited scope of activities works against the development of a comprehensive instruction program which would coordinate all current methods of instruction to best meet differing needs and levels of students throughout their college career.
2. Evolved role of committee as advisory group means participation by members is unequal, with 88.9% of hours contributed by teachers and chairman.

3. Committee, and its work, lack recognition as an integral part of library program, demonstrated by absence of budgetary or staff allocations.

4. Committee has no identity in college committee structure, denying librarians the opportunity to represent their teaching function as academic departments do.

5. Committee, as presently operating, may not be able to meet future needs,
    a. for recruiting enough instructors to support team-teaching at current enrollment levels
    b. for requirements of expanding enrollment in library courses.

An important consideration in weighing these points is the attitude of the staff. "How important is it to prepare people for lifelong learning?" (Breivik, p. 2047). This is a question the staff must confront in its review of the courses' contribution to library objectives. If the committee members currently involved do not want course enrollments to increase or do not perceive a need for a more comprehensive instruction program, then the group may continue to operate as effectively as it has done for the past few years, although individual dissatisfaction or inequities may persist.

Expansion of the program under the course committee or coordination of all instruction activities by the committee would not be feasible without some formal reallocation of personnel to support the committee's work. Such a reallocation could result in the appointment of a biblipgraphic instruction coordinator. The creation of such a position, on a half-time or more basis, would demonstrate the library's recognition of the teaching function its librarians are already fulfilling, and would give this function a personal identity to which the rest of the college community could respond. It could also increase the opportunity for faculty liaison essential to the success of all methods of instruction.

At the present time, the library is restricted by the college budget from adding a new position. Shifting of staff within or among departments is a feasible alternative. Such a reallocation of "lines" or positions was made recently from a public services area to technical services to support automation efforts. Similar realignment could occur to support the instruction program.

The presence of a bibliographic instruction coordinator need not interfere with the advantages of committee operation cited above. As Dyson suggests, an instruction advisory committee open to all staff could continue the advisory role of the course committee. Opportunities for teaching could remain open to technical as well as public services staff, with provisions by department heads and the director's office for release from other duties for staff who serve on a semester or annual basis in the instruction program.

In order to facilitate an equal relationship with all departments whose staff resources she will utilize, the bibliographic instruction coordinator should not be aligned with any department, and should be assigned office space separate from other departments.

This alternative to committee management advances the formal library use courses from a grass roots effort to an institutionalized service program. The real costs information presented for ID 125 and 150, although incomplete, indicates that these courses are probably comparable cost-wise to other SUCO courses, and represents one concrete justification for increased administrative support.

The course committee, still operating in much the same way envisioned by the ad hoc planning committee, has directed the energies and enthusiasm of its members through a long experimental phase. It is important now for the committee to consider the future with a renewed spirit of innovation coupled with the expectation of permanency and continuity for its program.

Notes

1 Annual Report Sept. 1 1977- Aug. 31, 1978 of the President and College Council, State University College, Oneonta New York.

2 State University College, Oneonta Now and Tomorrow. Master Plan 1976-1980. p. 45c.

3 Faculty Handbook 1976-1977. State University College, Oneonta New York.

4 Master Plan, p. 7.

5 Ibid. p. 6.

6 Faculty Handbook, p. I-7.

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8 Master Plan, p. 46.

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10 Annual Report James M. Milne Library 1977-1978. p. 12-13.

11 "Standards for College Libraries" College and Research Libraries News 9: 277-279, 290-301 October 1975.

12 Figures from Annual Report, Library, p. 11, 15.

13 General Library Manual.

14 Faculty Handbook, p. I-18.

15 General Library Manual, p. 2.

16 Faculty Handbook, p. V-10.

17 Interview. Margaret Umberger, Reference Librarian and former Head, Reference Department. 9-22-78.

18 Interview. Christine Bulson, Head, Reference Department. 10-9-78.

19 Ibid.

20 "Minutes of the Course Committee." 11-2-77 and 1-11-78.

21 Master Plan, p. 61.

22 Syllabi for ID 125, ID 150.

23 Course Committee "Annual Report" June 1976-May 1977.

24 Course Committee "Annual Report" June 1977-May 1978.

25 "Minutes" 11-2-77.

26 Course Committee Annual Reports.

27 Interview. Elaine Downing, Acquisitions Librarian and Member, Ad Hoc Committee on a Course in Library Use. 11-1-78.

28 Interview. Umberger. 9-22-78.

29 "Report of the Ad Hoc Committee on a Course in Library Use." July 25, 1974.

30 "Minutes of Committee on Proposed Library Course." 9-11-74.

31 Interview. Margot Bronner, Reference Librarian and Chairman, Course Committee. 9-23-78.

32 Interview. Downing. 11-1-78.

33 Course Committee Annual Report June 1976-May 1977.

34 Interview. Richard Johnson, Director of Libraries. 10-19-78.

35 Based on Annual Report, Library, 1977-78, p. 11. Professional staff of 18.4 FTE x 37.5 hours per week x 52 weeks per year equals 35,880 professional staff hours divided by $269,229 (academic salaries for 1977-78) equals $7.50 per hour.

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JOB DESCRIPTION FOR A LIBRARY INSTRUCTION COORDINATOR

The following was submitted by Allan J. Dyson, Head, Moffitt Undergraduate Library, University of California, Berkeley:

As a 1973-74 Council on Library Resources Fellow, I studied the administrative organization of library instruction programs in university libraries. The results of that study were published in the *Journal of Academic Librarianship*, v.1 (March, 1975) pp. 9-13. I concluded that the most effective method of organization is through a half-time or more library instruction coordinator who is responsible for the administration of the program but who involves and trains others on the library staff to take part in the actual instruction.

In conjunction with the study, I have developed a sample job description for such a coordinator. The description combines elements of the duties of library instruction coordinators at several U.S., Canadian, and English universities. (My thanks to the librarians at the following schools who sent me their job descriptions: Sir George Williams University; California State University, Los Angeles; University of New Mexico; University of Missouri, St. Louis; New York City Community College; and, North London [England] Polytechnic University.) It is suggested as a guide to those libraries setting up such a position.

The Library Instruction Coordinator, under the general direction of the Assistant Director for Public Services, is responsible for the initiation, development, and evaluation of a coordinated program of library instruction. He/she is responsible for keeping abreast of the latest developments in library instruction including audio-visual innovations and for making recommendations to improve the library's orientation and instructional programs.

1. The coordinator is primarily responsible for providing orientation and instruction to lower division undergraduates. Typical activities include:
   a. Participating in campus-wide orientation programs for new students;
   b. Preparing library guides, self-guided tours, and other aids to general library orientation to the Main and branch libraries;
   c. Acting as an advocate of bibliographic instruction, and working with faculty to integrate such instruction into classes, and,
   d. Acting as course coordinator for and teaching a section of the non-specialized credit course in bibliographic search.

2. The coordinator assists with upper-division and graduate-level instruction through:
   a. Acting as a contact person for faculty and putting them in touch with the appropriate librarian;
   b. Serving as a resource person to the reference and subject librarians providing such instruction;
   c. Assisting with the selection and preparation of classroom materials (including teaching aids) for such instruction; and
   d. Serving as a back-up instructor.

3. The coordinator regularly works some hours at major service points in the system, including the Main and Undergraduate Library reference desks.

4. The coordinator has the following administrative responsibilities:
   a. Collecting and organizing statistics on library instruction in the library system;
   b. Preparing an annual report on orientation/instructional activities within the system;
   c. Training and supervising staff assigned to the instructional office;
   d. Sitting *ex officio* on the Library Instruction Advisory Committee; and,
   e. Participating in other library university committee work as appropriate.

Countless variations on this description are possible. Several common ones actually in practice at some schools are as follows:

1. The coordinator reports to the head of reference, rather than the head of public services -- this might be most appropriate in a relatively small system with few branches;

2. In a large system, the coordinator might report to the head of an undergraduate library, and be responsible for undergraduate instruction only;

3. Many librarians rather than just the coordinator might participate in the lower-division program; or conversely, the coordinator might have a subject expertise and give upper-division bibliographic lectures in that field;

4. The coordinator might combine the instruction specialty with some other responsibility, such as book selection, library publications, or staff training.

(Reprinted from *LOEX News* (June 15, 1975), Project LOEX Center of Educational Resources, Eastern Michigan, Ypsilanti, Michigan)

Appendix 32 I

In 1936, through the efforts of the Board of Visitors, the City of Oneonta presented to the State twenty-four acres of land west of the original building. Eight years later, after the state indicated a need for five new buildings, the Oneonta Chamber of Commerce secured funds from the citizens of Oneonta and faculty members of the college, and purchased forty-five additional acres of land north of that acquired in 1936.

At the present time the campus consists of a college union, 5 dining halls, 17 residences which house about 3350 men and women, home economics building, library, health and physical education building with playing fields, health center, 2 science buildings, administration and faculty office building, 2 classroom buildings, fine arts building, an instructional resource center, heating plant, service building, the former library building (Alumni Hall) and the old Bugbee School both of which are used for a variety of purposes, and the Art Conservation Center and Biological Field Station on Otsego Lake in Cooperstown. Recently, the college acquired additional land and two buildings on the former Homer Folks Hospital property adjacent to the campus. A residence at 79 Chestnut Street serves as a home management house for the home economics program.

The Faculty-Student Association owns the 190-acre college camp located three miles from the campus, where students and faculty are developing a place for summer and winter sports, outdoor social affairs, and a laboratory for conservation and science classes. The site includes a lodge, caretaker's home, pond, and ski tow.

OBJECTIVES OF THE COLLEGE
(Approved by Faculty April 28, 1975)

Any statement of institutional objectives for SUCO rests on its role in SUNY as defined by the Master Plan. Accordingly, SUCO is a multi-purpose institution with a strong emphasis in teacher education; it is primarily an undergraduate institution with Master's Degree Programs in Teacher Education and a few selected liberal arts areas; it is an institution whose role is primarily one of teaching students while encouraging research on the part of faculty members; it is a combination residential-commuter institution with residential spaces for approximately two-thirds of the student body; it offers opportunity for part-time and/or older students to achieve their educational objectives with attention given to needs of the community; it cooperates in the establishment and operation of regional programs.

In pursuing these objectives SUCO is committed to attaining excellence in both its academic and non-academic endeavors. Specific objectives in the academic area are:

1. offering a liberal arts education featuring introductory and advanced courses in most of the traditional liberal arts fields.

2. preparing elementary and secondary teachers in cooperation with other appropriate agencies.

3. offering other selected professional-technical programs.

4. laying a sound foundation for graduate study and lifelong education.

5. providing a variety of learning experiences including overseas study, honors and independent study, interdisciplinary work, and various internship experiences.

6. attempting to develop in individual students the powers of judgment, reason, and imagination.

7. creating an intellectual climate that encourages the development of ancillary academic activities such as forums, discussion groups, seminars, demonstrations, exhibitions, publications, etc.

8. providing services and programs for those students deficient in some of the tools and skills of learning.

Graduate academic objectives include:

1. offering some carefully selected Master's Degree programs.

2. providing a selection of courses suitable for teachers in-service, both on and off-campus.

3. developing research skills.

4. laying a foundation for doctoral study.

Non-instructional objectives include:

1. recruiting a student body representative of a cross-section of New York State, and within budgetary limits, of foreign culture.

2. insuring the efficient functioning of the residence hall as a living center which will provide a healthy environment for the development of effective human relationships.

3. providing a comprehensive program of assistance to students in areas of financial aid and academic program planning.

4. providing the necessary services to assure a broad program of mental and physical health counseling and care.

Appendix II, cont.

ORGANIZATION CHART 4/78

R. D. Johnson - Director of Libraries

J. V. Crowley - Assistant Director of Libraries

G. Shultis - Secretary

Acquisitions Department

R. Burnett - Head
E. Huyler
M. Umberger

M. Davies

Cataloging Department

L. Arnold - Head
D. Ice
E. Downing
S. Goodspeed
C. Fellner
D. McHenry
B. Mazzoni
N. Moore

Processing Department

S. Winter (Supv.)
M. Todd - Asst. Supv.
H. Chamberlain
C. Chase
C. Choate
D. Gallup
N. Green
B. Agne
D. Wellons

Special Collections

M. Chambers - Head
P. G. Reynolds (½time)

Reference Department

P. Maroni - Head
J. Ashley
M. Bronner
C. Bulson
J. London
M. E. Moss

M. Bencivenga
P.G. Reynolds (½ time)

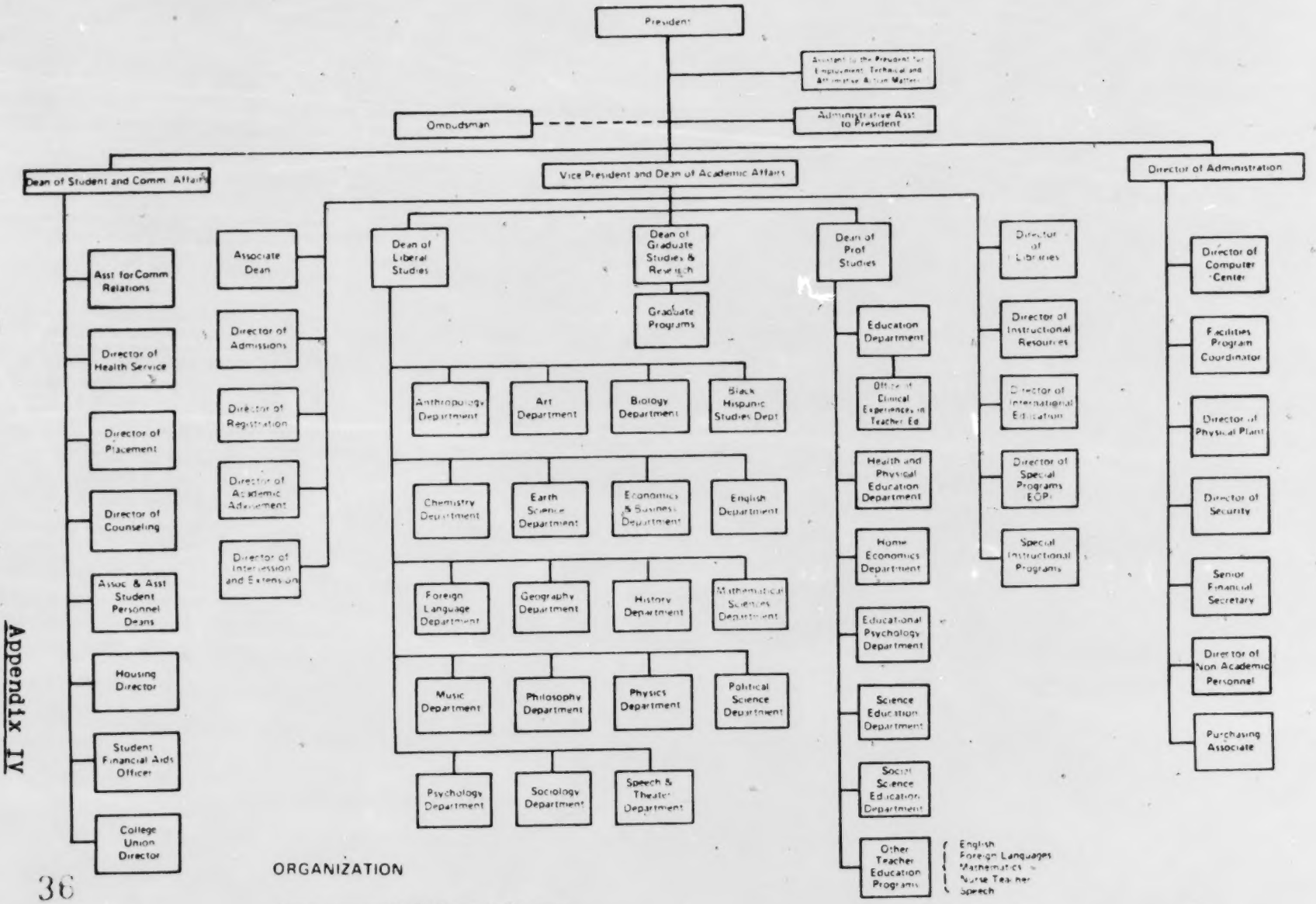
Teaching Materials Center

L. Lucas - Head
K. Franco
R. Gerke
J. Leonard
P. Langdon
M. Slack

Collection Services Dept.

C. Nolf (Supv.
M. Austin
S. Craig
R. Lynn
J. Opramolla
W. Alley

Appendix III



ORGANIZATION

State University College – Oneonta

OBJECTIVES OF THE COLLEGE LIBRARY, STATE UNIVERSITY COLLEGE, ONEONTA

The library, as an academic element of the college community, contributes to the overall educational mission of the institution through its achievement of the following goals:

1. To provide the library resources required for the instructional programs of the college.
2. To instruct students directly in their use of the library so as to prepare them for their own lifelong programs of individual learning.
3. To provide the library resources required for faculty research programs.
4. To provide the library resources for cultural enrichment and recreation of members of the college community.
5. To provide, through cooperative programs, library resources to the community and to other institutions.

The library resources necessary in achieving these goals are:

1. A carefully selected and well-organized collection of library materials -- in a variety of formats, both print and non-print.
2. A skilled and well-qualified staff.
3. A library building that will provide a congenial environment to the readers in their use of library materials.

R. D. Johnson 1/15/74

Appendix V

Milne Library Information Series

1 How to find articles in periodicals
2 What is interlibrary loan
3 How to find - a poem, a play, a short story
4 ERIC
5 Locating government documents
6 How to find biographies of authors
7 Finding fiction criticism
8 Finding poetry criticism
9 Finding drama criticism
10 How to use psychological abstracts
11 Using the card catalog
12 TMC
13 Getting to know the special collections
14 Children's collection
15 Map collection
16 Microforms and microreaders
17 Education directories
18 Film reviews and film study
19 Circulation: policies and procedures
20 Locating book reviews
21 Media Center
22 Listening Center
23 Microform collection
24 Floor plans

Appendix VI

First, we find the card catalog. . .

Now what?

...INT. -D 125 is the answer. . .

INT. -D 125 Basic Library Skills

Int. -D 125 is designed for those with little or no library experience. Using a combination of practical workshop and classroom lecture, students will learn basic library organization and procedures. The main areas to be presented will be the card catalog (including cataloging classification and subject headings), basic reference sources (bibliographies, indexes, abstracts, encyclopedias, dictionaries, etc.), and periodicals; also, the special areas (Teaching Materials Center, Alden Room, Document Collection, Media Center, Listening Room, Map Room). Students will be evaluated through assignments and class participation.

1st session (Sept. 5 - Oct. 10) Mon., Wed. 6 - 7:15 p.m.

2nd session (Oct. 12 - Nov. 14) Mon., Wed. 2 p.m., Thurs. 3 p.m.

3rd session (Nov. 15 - Dec. 22) Tues., Thurs. 6 - 7:15 p.m.

Frustrated?

Then INT. -D 150 is for you. . .

INT. -D 150 Library Resources and Research

ID 150 is a course for students who have some familiarity with academic libraries. It is intended for those students whose goal is serious research in a particular area or on a particular topic. It is especially useful for the compilation of sources for papers or assignments in other courses. The techniques of search strategy and full utilization of library services and materials are explored through lectures and discussions. A majority of class time is devoted to materials in the broad subject areas of education, humanities, science and social science.

1st session (Sept. 5 - Oct. 10) Mon., Tues., Thurs. 11 a.m.

2nd session (Oct 12 - Nov. 14) Mon., Wed. 6 - 7:15 p.m.

Burroughs B-3500 computer. Recently, the College has also acquired a digital plotter better designed to draw maps, and the instructional systems will eventually be tied into it.

4. Methodological Patterns

In recent years, the administration has encouraged innovation, flexibility, and new methods in most areas of the College's operations, especially instruction. Courses have been organized in a variety of ways, including the block plan, the professional semester and year, modules, and minicourses. In addition, various techniques have been used, such as microteaching in the teacher-education program. Self-paced instruction is employed increasingly in a variety of courses.

Minicourses, offered in five-week segments, have proved popular. The following partial list of such courses offered in 1974-75 illustrates the variety of opportunities presented to our students:

Biology:	Field Experiences in Environmental Problems Winemaking and Tasting
Chemistry:	Chemical Aspects of Drugs Household Chemicals
Earth Science:	Marine Myths, Monsters, and Mermaids Technical Writing for Geologists
Education:	A Metric Workshop Creative Writing for Children
Educational Psychology:	Strategies for Dealing with Deviant Classroom Behavior
English:	Ballad Tradition and Country Music Cowboy in Myth and Reality
Library:	Library Resources and Research
Mathematics:	Early History of Mathematics
Physics:	Energy Crisis
Political Science:	Military in American Politics International Arms Race
Science Education:	Teaching Science with Games

An example of minicourses that support the overall program of an academic department is found in Mathematics 100, Basic Skills for College Mathematics. Math 100 is a system of six quarter-courses designed to

Appendix IX

SYLLABI - ID 125 - BASIC LIBRARY SKILLS

Objectives:

The student should develop:

1. an awareness and knowledge of the organization and services available at Milne Library and libraries in general
2. an awareness of the organization of the card catalog and basic reference sources and the ability to interpret the information found in them
3. an awareness of special collections of the library such as the Teaching Materials Center, Special Collections Center, Listening Room, Media Center, Periodical Room, Children's Collection and Map Room.

Course description (from the College Catalog):

A course to develop basic library skills and an understanding of library organization and procedures. Useful for students with little or no library experience. Practical workshop approach.

SYLLABI - I.D. 150 - LIBRARY RESOURCES AND RESEARCH

Objectives:

The student should develop:

1. proficiency in use of library resources basic to all subject areas.
2. familiarity with the organization of information in specific fields.
3. expertise in planning and implementing an efficient search strategy, using library, campus, and other resources as appropriate.
4. ability to evaluate materials and select those appropriate to his/her needs.

Course description (from the College Catalog):

A study of library materials and research techniques emphasizing the methods of search strategy. Use of general library resources as well as those of selected subject areas.

ID 125 { Fall 26 | Spring 44 Students

Course Evaluation: 125

Please take a few minutes to fill out the evaluation for ID 125. We would appreciate comments that would clarify your responses and help us improve the course.

Evaluate the aspects of the course that are listed by writing excellent, good, fair or poor after each one. Please add comments!

1. Organization: (the order in which areas were presented, the division of the course with one area building on another.)

	Excellent		Good		Fair		Poor		No Answer	Total	
evaluation:	3	15	18	28	4			1	1	26	44
comments:											

2. Handouts:

evaluation:	9	18	10	19	4	4	1	2	3	26	44
comments:											

3. Assignments: (Did they help you to understand the concepts discussed in class?)

evaluation	3	22	15	17	1	3	1	6	2	26	44
comments:											

4. Teaching Quality:

evaluation:	3	19	13	22	4	2	2	4	1	26	44
comments:											

* 5. Course Content: (Did we teach what you expected?) *

evaluation:	5	21	12	14	2		1	6	9	26	44
comments:											

\+ 6. Was the homework too much work? 12/14 yes 12/35 No No answer 2/2
too little? 2/ yes 16/33 No

7. Did you understand what was expected in order to pass? 17/39 yes 8/4 no
No answer 1/1

** 8. Should we have included other things? What?

** 9. If you were responsible to teaching this course, how would you change it?

10. Would you recommend this course to a friend? 18/44 yes 3/- no
No answer 5/-

Comments:

*A simple "yes" equaled "no answer" since no evaluation was given.
+ Some answered one or both
**Tabulation not possible.

Appendix XI

Course Evaluation: ID 150

In order to assist us in the development and improvement of this library course, we welcome your suggestions and comments. This is purely voluntary and may be submitted anonymously, but we hope that you will take a few minutes to fill out the following questionnaire and turn it in at the end of your final class period.

I. Introductory Section (card catalog, general reference, etc.)

a. Should be more complete yes ___ No___
If yes, which areas do you feel needed greater development for your better understanding?

_____

If no, were there sections which seemed unnecessarily detailed? What do you feel could have been eliminated?

_____

b. Do you feel that you acquired new and useful library skills in this part of the course? yes___ No___
If yes, which presentations proved most helpful?

_____

If no, can you identify weaknesses in the presentation, either in the subject matter covered or in the teaching methods used?

_____

Additional comments:

II. Please evaluate the two subject sections that you attended. Comments on the value of hand-outs, assignments and the quality of the teaching would be appropriate.

a. Humanities

b. Science

c. Social Sciences

d. Education

III. Bibliography

Did you find the preparation of the bibliography helpful in learning to use library resources? Yes___ No___

Do you feel that it will have value relative to requirements in other courses? Yes___ No___

Were you already familiar with actual bibliographic form (foot-notes, etc.) before working on this assignment? Yes___ No___

Further comments:

IV. If you were teaching this course what changes would you make?

V. Would you recommend this course to a friend?

Annual Enrollments

Academic Year	ID 125	ID 150	Yearly Total	Rate of Increase
Spring 75	-	74	-	-
75-76	75	72	147	-
76-77	93	78	171	16.3%
77-78	134	58	192	12.3%

APPENDIX XII

Percentage of Students Who Are Freshmen

	ID 125	ID 150
Fall 76	75%	41%
Spring 77	46%	37%
Fall 77	74%	48%
Spring 78	60%	36%

Percentage of Students from Oneonta Opportunities

Fall 76	63%
Spring 77	not available
Fall 77	49%
Spring 78	21%

APPENDIX XIII

I. Thinking just about the 5 weeks of the first mini session, please give your best estimate of the number of hours you spent in each of the following activities,

activity	hours spent within workday	hours spent outside workday	does not apply
teaching	22	12.25	___
individual preparation for teaching	73	27	___
attendance at committee meetings	11	___	___
other committee business (e.g. public relations)	45	___	___
mentoring	4.5	___	___
	155.5 --	39.25 =	194.75

II. The breakdown by activity (above) is an aid to refresh your memory so that you can arrive at a more specific estimate. However, if you prefer, please give your best estimate of the total hours you spent on course-related activities during the first mini-session, regardless of kind of activity.

hours spent within workday NA* hours spent outside workday NA

* NA = No Answer.

NOTE: It is NOT necessary to answer II. if you are able to answer I.

APPENDIX XIV

Results of Questionnaires to Course Committee Members--Fall, 1978
Response Rate = 100%

Professional Personnel Costs Per Minisession of Two Courses

	Hours Worked		Professional Hourly Rate *		Cost	% of Cost
Total	194.75	x	$7.50	=	$1460.63	100.0
Within Workday	155.5	x	$7.50	=	$1166.25	79.8
Outside Workday	39.25	x	$7.50	=	$ 294.38	20.2

* See Note

APPENDIX XV

Formula for Cost Per Student Based on Real Professional Personnel Costs

1.	$\frac{\text{cost per minisession}}{\text{number of courses}}$	=	cost per course
	$\frac{\$1460.63}{2}$	=	$730.31
2.	cost per course x 10 courses per year	=	total annual cost
	$730.31 x 10	=	$7303.31
3.	$\frac{\text{total annual cost}}{\text{total annual enrollment}}$	=	cost per student per course
	$\frac{\$7303.31}{192}$	=	$38.04

APPENDIX XVI